



California English Language Development Test (CELDT)

Communications Assistance Packet for School Districts/Schools

Section III — Accommodations/Modifications

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April 2004

prepared by the
California Department of Education



Suggested Considerations for Review of Individualized Education Program (IEP)/504 Plans

For some students with special needs, a testing variation may be necessary. A variation is a change in the manner in which a test is presented or administered or in how a test taker is allowed to respond, and includes, but is not limited to, accommodations and modifications. Before any testing variation is utilized, the following activities should be considered by the IEP team:

- 1. Review State and Federal Regulations.** (i.e., Title 5 Regulations, CELDT; Individuals with Disabilities Education Act Amendments of 1997 [IDEA]; and No Child Left Behind [NCLB])
- 2. Review "Special Education Accommodations/Modifications for California Statewide Assessments" matrix.** (The matrix describing accommodations/modifications used for state assessments is posted on the CDE Web site at <http://www.cde.ca.gov>.)
 - Note that (1) test accommodations produce valid results because they do not alter the test construct and (2) modifications do alter the test construct and results are considered invalid.
 - Discuss the impact of certain accommodations/modifications on the CELDT results and the reported results.
- 3. Review Individualized Education Program (IEP) and 504 Plans.**
 - Note if the California English Language Development Test (CELDT) is specifically addressed.
 - Determine if the student information is current.
- 4. Determine as an IEP team how the student will participate in the CELDT.**
 1. Determine if the student will take the CELDT without accommodations, with accommodations, and/or with modifications.
 2. Specify on the IEP or 504 Plan exactly how the accommodations and/or modifications are to be implemented, for what section(s) of the CELDT, and why.
 3. Determine if the student needs alternate assessment(s) for any section of the CELDT and how the handicapping condition precludes the student from taking the CELDT or a section of the CELDT.
 4. Document assessment procedures in the student's IEP or 504 Plan.



Understanding CELDT Administration with Accommodations/Modifications

In California, students with disabilities who participate in the state assessment system are permitted to use accommodations/modifications during testing as determined by their Individualized Education Program (IEP) or 504 Plans. The following describes the impact on a student's CELDT results when accommodations or modifications are used:

Accommodations

Accommodation means any variation in the assessment environment or process that does not fundamentally alter what the test measures or affect the comparability of scores. Accommodations may include variations in scheduling, setting, aids, equipment, and presentation format. IEP teams determine whether accommodations are appropriate for an individual student.

Accommodations do not alter the test construct and, therefore, do not affect the calculation or interpretation of the CELDT scale scores.

Modifications

Modification means any variation in the assessment environment or process that fundamentally alters what the test measures or affects the comparability of scores. The CELDT results on the Student Proficiency Level Report will indicate that the student received the beginning score in each skill area for which modifications were used. The Student Proficiency Level Report also will have a note indicating that the results should be interpreted with caution. Scale scores assigned to skill areas administered with modifications along with the overall scale score are considered invalid. The student's individual item responses along with their raw score will be provided in the electronic data file. The raw scores should be interpreted by the IEP team, with the assistance of school district assessment staff, to ensure appropriate instruction placement.

More Information

For further information on interpreting tests administered with test variations, refer to the National Center on Educational Outcomes' policy posted at <http://education.umn.edu/NCEO/OnlinePubs/Policy11.htm>. Guidance on the standards and assessment requirements of No Child Left Behind (NCLB) is available at <http://www.cde.ca.gov>. A copy of federal regulations for the assessment of students with disabilities is available at <http://www.ed.gov/news/pressreleases/2003/12/12092003.html>.



Alternate Assessment Instruments

The following English language proficiency assessment instruments can be used to assess English proficiency of students with severe disabilities who cannot take the CELDT and receive a valid score even with accommodations or modifications. The Individualized Education Program (IEP) team determines which students need alternate assessments and how they should be assessed.

One purpose of the CELDT is to measure English language proficiency of students to ensure appropriate instructional placement. This purpose should be kept in mind when choosing alternate assessments. No single alternate assessment instrument can effectively assess all of the required domains—i.e., listening, speaking, reading and writing. More than one alternate assessment, therefore, is necessary to measure the English proficiency of a student. Each instrument must be reviewed with the individual student in mind. School districts may select an alternate assessment instrument not on this list. This list is not exhaustive nor does it constitute an endorsement by California Department of Education (CDE).

If a student has not taken the entire CELDT, the student report will indicate a beginning proficiency level for any section that was not administered. It is the responsibility of the IEP Team to review the results of the alternate assessments and the CELDT to determine the student's actual level of English proficiency.

Test Name	Purpose	Contact Organization	Phone Number
Alternate Language Proficiency Instrument (ALPI) (formerly the SH-LPI)	Measures receptive and expressive language; grades K–12	Orange County Department of Education	714-966-4120
Basic Inventory of Natural Languages (BINL)	Measure of oral language proficiency; grades K–12	CHECpoint Systems, Inc.	800-635-1235
Language Proficiency Test (LPT)	Measures aural/oral, reading, and writing skills; grades 7–adult	Academic Therapy Publications	415-883-3314
Student Oral Language Observation Matrix (SOLOM)	Unstandardized, teacher rated oral language proficiency; grades K–12	CDE, Standards and Assessment	916-319-0333
Student Oral Proficiency Rating	Measure of oral language ability; grades K–6	Development Associates	703-276-0677

Detailed information regarding these assessments can be found at the Buros Institute on the following Web site: <http://buros.unl.edu/buros/jsp/search.jsp>.